

Research Article

Basic Counseling Communication Model: Improving Individual Counseling Skills for Counseling Teachers in Junior High School

Asrowi

School Counseling Department, State University of Surakarta, Indonesia

***Corresponding author:** Asrowi, School Counseling Department, State University of Surakarta, Indonesia. Tel: + ;
E- Mail: asrowi.pascauns@gmail.com

Citation: Asrowi (2017) Basic Counseling Communication Model: Improving Individual Counseling Skills for Counseling Teachers in Junior High School. Educ Res Appl 2017: J118. DOI: 10.29011/2575-7032/100018

Received Date: 04 May, 2017; **Accepted Date:** 20 May, 2017; **Published Date:** 27 May, 2017

Abstract

This research generally aims to produce a model of basic communication skills in counseling to improve the ability of individual counseling teachers, in junior high school in several regions among Madiun, west part of East Java. This study used two approaches, quantitative and qualitative approaches, Procedure development research and experimental method with one group pretest-posttest design. The results showed that (1) the model of basic skills counseling communication as a whole can improve the ability of individual counseling teachers, guidance and counseling junior high school in several regions among Madiun, west part of East Java. The analysis of non-verbal aspects of the show $Z = -1859 = p. 0063$, whereas the verbal aspect shows $Z = -2366 = p. 0.018$, both use a non-parametric test by Wilcoxon, both shown strong evidence to reject the null hypothesis (2) that there is a significant difference basic skills counseling model of communication both verbal and non-verbal between pretest to posttest in order to improve the ability of individual counseling (3) model of basic communication skills counseling contributes significantly to increase the ability of individual counseling, (4) there is a significant contribution of theory on the ability of individual counseling on non-verbal and verbal aspects as shown in the following figure. Non-verbal aspects indicated by the number pretest 10:43% and postes 33.64%. While the verbal aspects indicated by the number of acquisition pretest and posttest 16:10% 29.10%.

Keywords: Basic Communication Skills Counseling Model; The Ability of Individual Counseling Junior High School counselor.

Introduction

Associated with the demands of professional school counselors especially junior high school in several regions among Madiun, west part of East Java, the basic skills of communication must be done carefully and thoroughly, because the problem of basic communication skills counseling is an important start to be dominated by the counselor to the next stage. Master every skill in the communication process of counseling is sort of a necessity. So, to be more effective in counseling practices among school, counselors must combine the practice with the peers. Willingness of the counselor to exchange experiences or partners during the counseling practice will support them to find a new experience. Disclosure of feelings, empathy, how to explore the problem of the counselee, openness and recognition conducted between counselor

and client will give birth to new experiences which very meaningful to teachers, guidance and counseling. Besides, discussions which they did after a basic skills counseling practice of communication such as this, will make them know the advantages and disadvantages between the school counselor. Finally, with that experience, they will continue to correct their deficiencies and improve their skill under the guidance and supervision of evaluators or counselors. So, the role of evaluators or counselors do not just assess practice but also provide guidance structure step by step both concerning aspects of verbal and non-verbal, and so on. In the process of relationship counseling, Counsellors should understand the nature of the counselee well. Because in fact the counselee as individuals have the uniqueness, besides having commonalities also have many differences. So, with the uniqueness of the atmosphere, counseling should be able to give you the freedom to open, frankly, that counselee really able to express and explore their own issues freely and smoothly. These things will be disclosed in the form of verbal language and nonverbal means can

be in the form of spoken language and body language. Then, the counselor accuracy is very important in responding to any expression that conveyed counselee.

The above description is the reason and rationale researchers to find a model of basic communication skills counseling to improve the ability of individual counseling teachers, guidance and counseling junior high school in several regions among Madiun, west part of East Java. Basic communication skills counseling should be developed and strengthened so that the counseling can be helpful and make changes to the client.

Most basic core counseling emphasis to basic communication skills counseling or counseling interviews. Basic counseling communication skills include the ability counselor in accompanying clients, listening to them, and encouraging them to reflect on and tell you what was on their minds [1-3]. If these skills are applied to the client, they will be brave to open his mind and its problems. With courage to open their minds and the problems, it can automatically be said that the guidance and counseling teacher has managed to provide individual counseling services well. In addition to upgrading the counseling teachers, personally students will feel the benefit from the counseling service itself. Murdick and Ross (1982: 450) said that: We can solve both simple and complex problem of the practical world if we concentrate on some position or some key features instead of on every detail of real life. This approximation or abstraction of reality, which we may construct in various forms, is called a model [4].

Model communication basic counseling skills that will be developed for individual counseling services meningkatkan guidance and counseling teachers to secondary school students more on the skill of Brammer. The communication skills as a means or effort to bring relief to clients through counseling or face to face interviews (face to face). Brammer believes that the model of direct communication between counselor and client will be able to broaden the perspective and the problems that had being faced by the client. Because the therapeutic value of communication will foster mutual understanding and understanding between both. The intensity of communication between teachers and students will generate familiarity and eliminate the psychological distance, so it will happen intimacy between both. Intimacy and familiarity will foster courage on the client to pass things related to self-concept, ideas or ideals to the counselor.

Communication skills are more specific counseling, which can generally be said that skill is the ability to use the knowledge or skills possessed by a counselor to effectively and ready to carry out or apply it into practice counseling both with peers and with real clients. Robert n. Singer in Muri Yusuf (1995: 49), Asrowi (2015) said that: Skill can be described in term of speed, accuracy, efficiency, and adaptability, or combination of these. It has been defined the consistent degree of success in achieving and objective with efficiency and effectiveness. A skill consistent of a specific

set of responses to particular cues in certain situations, whereas an ability a general trait that contributes to success in the performance of number of skills [5,6].

According to the various opinions on the above can be said that skill is the skill to do something more special to do with fast, accurate, efficient, and adaptive, involving body movement or tool wear. In the context of the communication skills of teachers, guidance counseling and practice skills step by step by basing the model of communication skills counseling sejawah Brameer with your friends first and then followed in practice in setting individual counseling face to face with a real client. Counseling skills is used as a model of development in order to improve individual counseling services for teachers that you can later diimplementasikan to junior high school students in the residency of Madiun.

Through this research model of the basic skills of communication counseling to improve the ability of individual counseling that will be developed are:

- Skill welcome clients.
- The skills to lead the conversation with the client.
- Skills reflect the feelings, perilaku, and thinking clients.
- Concluded skills while.
- Confronting skills on inisiatif taken clients.
- The Skills to interpret and mengakaji Klein problems that have been disclosed.
- The skills to give information and advice to clients.

Materials and Methods

In accordance with the scope of the problem and research objectives referred to above, the research approach used in this study is the research and development (Research and Development), abbreviated as R & D (Borg & Gall, 2003: 625; Sugiyono, 2009: 409) [7,8]. Research development directed as "A Process Used to Develop and Validate Educational Product" (Borg and Gall, 2003 : 271) [7]. The product is a model of basic communication skills counseling to improve the ability of individual counseling teachers, guidance and counseling Junior High School in several regions among Madiun, west part of East Java.

In line with purpose as well as the research process used to develop and validate a product of education [7]. Then the product covers the objectives in the form of material, such as books modules, video skills, and others. In addition, it also aims to establish processes and procedures, such as teaching methods, methods of organizing learning and skills, as well as models of counseling skills. The product of this research is "Basic Counseling Communication Model". This product is a product of the hypothetical. Then the hypothetical product is validated the content and opera-

tions and implemented as an intervention to improve the ability of individual counseling teachers, guidance and counseling junior high school in Madiun Residency.

Study competency approach has been used in this research to produce a model of hypothetical product. Furthermore, the hypothetical product is validated operational content and then implemented in practice basic communication skills through a simulated counseling individual counseling. It is as a form of basic communication skills counseling intervention to improve individual counseling counseling teacher's junior high school in several regions among Madiun, west part of East Java.

Based on the direction and strategy of this study, the qualitative and quantitative approaches are used together. According to Cresswell (2003) [9] there are three models of qualitative and quantitative research, namely:

- Two-phase design
- Dominant-less dominant design
- Mixed method design sequence

In accordance with the purpose and direction of the study, the researchers chose a mixed sequence design method on the grounds that quantitative and qualitative approaches can be mutually supportive and in fact the two are inseparable, especially with the data obtained in this study. A quantitative approach was used to assess the effectiveness of the model basic communication skills verbal and non-verbal counseling through observation method possible. Furthermore, a qualitative approach was used to test the validity of the rational model of basic communication skills counseling to improve the ability of individual counseling teachers, guidance and counseling junior high school. The problems mentioned above are technically do the steps as follows: a descriptive analysis step, step participatory analysis, and design of experiments with one-group pretest-posttest design. (Design paradigm) as follows:

Pre-Test	Intervention	Post test
O	X	O

(Sugiyono: 2009, 110-111) [8].

Results

The results of the analysis related to the question, the objectives and the research hypothesis in detail can be read in descriptions of each table as follows:

Skill	Z	Asymp. Sig. (2-tailed)	Information
Pre.skill.1- Pos.skill.1	-3.924	0	Signifikan
Pre.skill.2- Pos.skill.2	-3.827	0	Signifikan
Pre.skill.3- Pos.skill.3	-3.922	0	Signifikan
Pre.skill.4-Pos.skill.4	-3.841	0	Signifikan
Pre.skill.5- Pos.skill.5	-3.954	0	Signifikan

Pre.skill.6-Pos.skill.6	-3.852	0	Signifikan
Pre.skill.7- Pos.skill.7	-3.885	0	Signifikan
Total Pre -Total Pos	-3.92	0	Signifikan

Table 1: Shows the Different Test Results Mean.

Based on the results of different test average is obtained using the Wilcoxon test the significance of <0.05 , so there is strong evidence to reject the null hypothesis. In other words, there is a significant difference between the pretest and posttest for all the basic skills of counseling and the total value of communication skills.

Correlation Test

Correlation test used to indicate the relationship between each test skills with the ability to do counseling. It is also used to determine the contribution of each skill on the ability of counseling. Correlation test used was Spearman test because the data were not normally distributed.

Skill	Correlation Coefficient	Contribution (%)	Significance
Pre- skill 1	0.821	67.4	0
Pre- skill 2	0.829	68.72	0
Pre- skill 3	0.726	52.71	0
Pre- skill 4	0.762	58.06	0
Pre- skill 5	0.849	72.08	0
Pre- skill 6	0.713	50.84	0
Pre- skill 7	0.558	31.14	0.011

Table 2: The Results of Correlation test of the Ability Pretest Counseling.

Skill	Correlation Coefficient	Contribution (%)	Significance
Pos- skill 1	0.708	50.13	0
Pos- skill 2	0.635	40.32	0.003
Pos- skill 3	0.402	16.16	0.079
Pos-skill 4	0.422	17.81	0.064
Pos- skill 5	0.649	42.12	0.002
Pos-skill 6	0.396	15.68	0.084
Pos-skill 7	0.592	35.05	0.006

Table 3: Results of Correlation Test and Post-Test Contributes to the Ability to Conduct Counseling.

	Correlation Coefficient	Contribution (%)	Significance
Total pre	0.323	10.43	0.165
Total pos	0.58	33.64	0.007

Table 4: The Results of Correlation Test Counseling Theory (Matter) with a Counseling Practice.

Discussion

From the analysis of the data that has been described above it can be concluded that (1) the model of basic skills counseling communication as a whole can improve the ability of individual counseling teachers, guidance and counseling junior high school in several regions among Madiun, west part of East Java. The analysis of non-verbal aspects of the show $Z -1859 = p. 0063$, while the verbal aspect shows $Z -2366 = p.0.018$, both using a non-parametric test by Wilcoxon, both shown strong evidence to reject the null hypothesis (2) that there is a significant difference model of the basic skills of good communication counseling verbal and non-verbal between pretest to posttest in order to improve the ability of individual counseling (3) model of the basic skills of communication counseling contributes significantly to the improvement of individual counseling ability, (4) there is a significant contribution of theory on the ability of individual counseling on aspects of non-verbal and verbal as shown in the following figure. Non-verbal aspects indicated by the numbers 10:43% pretest and posttest 33.64%. While the verbal aspects indicated by the number of acquisition pretest and posttest 16:10% 29.10%.

Acknowledgment

This work was supported by teachers in several regions

among Madiun, west part of East Java. Many thanks tribute to all teachers for the support.

References

1. BrammerLM (1979) *The Helping Relationship: Process and Skills*. Prentice Hall IncEnglewood Cliff, New Jersey.
2. Egan G (1998) *The Skilled Helper*. In:5. Brooks/ColePacific Grove, CA.
3. Carkhuff RR, Anthony WA (1979) *The Skill Helping*. Massachusetts: Human Resources Development Press.
4. Murdick RG, Ross JE (1982) *Information System for Modern Management* New Delhi Prentice Hall of India.
5. Yusuf Muri (2015) *Professionalism Development Program for School Guidance Officer (Dissertation)*. Program Pascasarjana IKIP Bandung.
6. Asrowi (2015) *Comprehenship Counseling*. UNS Prees, Surakarta.
7. Gall MD, Gall JP, Borg WR (2003) *Educational Research: An Introduction*. Pearson, USA.
8. Sugiyono (2009) *Statistics for Research*. Bandung, Alfabeta.
9. Creswell J (2003) *Research design: Qualitative quantitative and mixed methods approach*. In: 2.